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ABSTRACT

The resource directory for vocational education teachers contains information on serving the needs of the handicapped student. Each of the approximately 70 entries lists the following information: title, author(s), publisher, publisher's address, publication date, type of materials, target population, availability, and content description. The directory is divided into the following sections: handbooks and manuals, textbooks, journal articles, project reports, and workshop reports. Appended are the names and addresses of selected sources for future resource searches, a selected bibliography of materials on handicapped students, and a listing of vocational inservice handicapped materials in development at the time of this publication. (PHR)

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Resource Directory for Teacher Education in Vocational Special Needs

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September, 1978

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INTRODUCTION

Emphasis on serving the needs of disadvantaged and handicapped students in vocational programs is ever increasing. Increased funding, legislative mandates, and the trend of mainstreaming or providing the least restrictive environment are fueling this increase. However, it is evident to all involved in the provision of special services that a prerequisite to meeting these new demands is the preparation and enrichment of educational personnel. Inservice and preservice programming is the most obvious avenue to achieve this prerequisite.

Inservice and preservice programs are being developed within universities, state education agencies, local education agencies, and other units concerned with teacher preparation. Within most of these programs has arisen the need for media to support instruction and to broaden the experience of participants. Many individuals and agencies have prepared materials, but there does not exist a network for sharing or publicizing these materials. This Resource Directory has been prepared to facilitate the identification and utilization of these materials that the staff of the Minnesota Research and Development Center have located.

This is a directory of materials that are applicable to all areas of vocational education, not those targeted at specific disciplines; and is intended for use by vocational and special education teacher educators, state education agency personnel, local education agency personnel interested in conducting inservice sessions, and anyone interested in expanding their knowledge in the area of working with special needs students in vocational programs.

The Resource Directory includes only a sample of the materials that exist. Although a very comprehensive search process was used in identifying materials, new materials are uncovered daily--some several years old. This illuminates the need for increased sharing of materials with colleagues and further development of a clearinghouse or dissemination network. Appendix A to the Resource Directory includes the names and addresses of sources that proved fruitful in our search. They may be of use in any future resource searches.

Handbooks and Manuals

Title: ISSUES IN THE PREPARATION OF PERSONNEL FOR THE VOCATIONAL PROGRAMMING OF SPECIAL NEEDS STUDENTS: SYNOPSES OF SELECTED MATERIALS

Author(s): Elizabeth Abbas and Patricia Sitlington

Publisher: Department of Adult, Vocational and Technical Education; Illinois Office of Education

Publisher Address: Springfield, Illinois

Publication Date: January 1976

Type of Material: Resource manual, microfiche, 77 pages

Target Population: Teacher educators

Availability: ERIC #ED 118-828 COST: $ .83

Content Description: The document opens with a 14-page state-of-the-art review discussing influences which affect educators who prepare personnel involved with special needs students. These influences include: professional dissatisfaction; leadership groups, including legislative bodies and professional organizations; current issues and trends, including career education, mainstreaming, and competency-based teacher education; and a number of specific influences that affect teacher education. The abstract section of the document is divided into the following topics: (1) issues and trends in vocational and special education (books, papers, and articles covering some issues in vocational education, mainstreaming--alternatives to special education classes, and the new school population--the severely handicapped); (2) selected programs for special needs students (mostly descriptions of programs); (3) issues in the area of competency-based teacher education (including competency-based teacher education, competency identification for vocational teacher education, and competency identification for special teacher education); and (4) existing university-level personnel preparation programs (giving program descriptions, location, and contact person). Each abstract includes the title, author, publication, and date. A glossary of terms used in special education and vocational education is included.

Title: PREPARING VOCATIONAL AND SPECIAL EDUCATION PERSONNEL TO WORK WITH SPECIAL NEEDS STUDENTS: A TEACHER EDUCATION RESOURCE GUIDE

Author(s): Len Albright and Gary M. Clark

Publisher: University of Illinois-Urbana

Publisher Address: Urbana, Illinois

Publication Date: June 1977

Type of Material: Resource guide, microfiche, 182 pages

Target Population: Teacher educators

Availability: ERIC #ED 145-605 COST: Microfiche $ .83

Content Description: Intended as a resource and guide for teacher educators, the document presents information on training in vocational programming for special needs disadvantaged and handicapped students in public schools, with emphasis on the adolescent and adult population. Section I reports on the current situation in preparation of vocational and special education personnel to work with special needs students. Guidelines and strategies for teacher education coordination are considered in Section II. Section III describes 25 specific programs preparing personnel to serve special needs students and special needs personnel. Usually included in each description are names and addresses of staff members, an overview of the program, a brief outline of purposes and offerings, and some future program directions. In Section IV, 12 existing programs for special needs students are briefly described. Section V provides two action plan instruments, one for a university-based institution and the other for action at the local education agency level. A bibliography of approximately 30 resources for special needs personnel preparation and a bibliography of instructional resources displayed during two national teacher education workshops are presented in Section VI. The final section consists of a guide to obtaining federal assistance for special needs vocational and career programming.

Title: SPECIAL NEEDS IDENTIFICATION AND ASSESSMENT PROJECT

Author(s): Len Albright, Rupert N. Evans, and John Fabac

Publisher: University of Illinois

Publisher Address: Urbana, Illinois

Publication Date: 1978

Type of Material: Project package, notebook, about 150 pages

Target Population: Vocational and special educators

Availability: Rupert N. Evans
Special Needs Identification and Assessment Project
Bureau of Educational Research
University of Illinois, Urbana-Champaign
Urbana, Illinois 61801

Content Description: The Special Needs Identification and Assessment Project is a resource package containing a series of nine guides related to the identification and assessment of students with special needs enrolled in vocational education programs. Its central goals are (1) to assist local education agency personnel in the development of functional procedures for determining the needs of special learners, and (2) to provide local education agency personnel with a systematic process for coordinating and evaluating the instructional programs and supportive services delivered to students with special needs.

The following nine guides are to serve as practical aids for vocational, special, and remedial education instructors, coordinators and counselors who are or who will be involved in preparing, implementing and evaluating individualized vocational-educational programs for students with special needs:

- Introduction to the Identification and Assessment System
- Procedures for Identifying Students with Special Needs
- Strategies for Assessing the Student's Present Level(s) of Performance
- Preparing an Individualized Vocational Plan
- The Use of the Training Plan in Concurrent Work--Educational Programs
- Assessing Vocational Skill Development
- Monitoring the Student's Individualized Vocational Plan
- Conducting Student Followup
- Conducting Employer Followup

Title: THE AMIDS INSERVICE TEACHER TRAINING WORKSHOP FOR VOCATIONAL EDUCATORS OF DISADVANTAGED AND HANDICAPPED STUDENTS

Author(s): Area Manpower Institutes for the Development of Staff (AMIDS)

Publisher: Link Enterprises, Inc.

Publisher Address: Montgomery, Alabama

Publication Date: 1972

Type of Material: Four manuals with filmstrips, paperbound, approx 100 pages each

Target Population: Inservice trainers and planners

Availability: The East Central Curriculum Management Center
State Board of Education
Illinois Office of Education
Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

Content Description: This resource or reference guide was developed to assist in planning, providing, and evaluating inservice training of teachers, counselors, administrators, and other personnel who are involved in planning and implementing vocational education programs and services for students with special needs. The guide consists of four manuals and accompanying filmstrip presentations. The manuals are as follows:

I. How to Plan-Conduct-Evaluate: Topics include the need for inservice training, planning the inservice training workshop, conducting the inservice training workshop, evaluating the inservice training workshop.

II. Supplementary Materials/Part A: The concept of career education, making the curriculum relevant.

III. Supplementary Materials/Part B: Creative teaching techniques, interpersonal relationship.

IV. Final Report: This report summarizes a series of one-week workshops provided to 1,200 vocational educators. This project was designed to train "a nucleus of vocational educators in each state in curriculum preparation and modification of instructional materials in order to enable disadvantaged and handicapped students to achieve success in career preparation programs".

The materials are most helpful in the area of planning and conducting inservice training, with less emphasis on program content.

Title: TRAINING MANUAL: PARAPROFESSIONALS. VOCATIONAL STRATEGIES FOR SPECIAL NEEDS STUDENTS

Author(s): Doreen V. Blanc

Publisher: Boston State College

Publisher Address: Boston, Massachusetts

Publication Date: 1976

Type of Material: Training manual, microfiche, hard copy, 67 pages

Target Population: Paraprofessionals in vocational education working with special needs students

Availability: ERIC #ED 135-983 COST: Microfiche $ .83
Hard copy $3.29

Content Description:

Designed as a guide to the inservice training of instructional aides in the Vocational Strategies for Special Needs Students Program in Boston, this manual is intended to aid in the general training of paraprofessionals. The inservice training program outlined is aimed at developing the relationship building skills of the instructional aide at the shop training station, in the resource room, and in the counseling situation. Part A of the manual contains: a description of the prospective paraprofessional, the process for hiring, and the responsibilities of vocational instructional aides, a job application form, a discussion of staff structure including the roles of vocational (shop) instructor, resource room teacher, teacher counselor, and training coordinator, and notes on where the use of paraprofessionals has been effective. Part B outlines the seven units of the training program which focus on specific vocational skills, clinical psychology, handicaps, study of work, and utilizing resources. Suggestions for the trainer include teaching procedures and techniques for the workshop sessions. Suggested format is seven units of workshops, each consisting of five sessions conducted by community experts on topics necessary to effective performance of vocational instructional aides and five complementary sessions conducted by the training coordinator for integrating instructional aides into the total support team and for involving them in verbal and written communication skills. Although the manual does not necessarily address all issues, it could be of assistance to a local education agency considering the preparation and utilization of paraprofessionals.

Title: VOCATIONAL READING POWER PROJECT

Author(s): Roy Butz

Publisher: Minnesota Instructional Materials Center

Publisher Address: White Bear Lake, Minnesota

Publication Date: 1974

Type of Material: See "Availability"

Target Population: All vocational educators

Availability: Local state facilitator OR Eileen Ostergaard, Minnesota Instructional Materials Center, 3554 White Bear Avenue, White Bear Lake, Minnesota 55110.

Training manual, paperbound, 300 pages, $2.00.

Reading in the Content Area Modules (15 kits), $7.50 to $55.00.

Occupationally Specific Key Word Glossaries, 32 paperbound titles, $2.50 per title. Also available from Curriculum Lab, Rutgers University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903.

Content Description:

The Vocational Reading Power Project began as a local effort in 1971 in the Oakland Public School System, Pontiac, Michigan, under the direction of Dr. Roy Butz. It is designed to serve eleventh and twelfth grade vocational students, but is applicable to vocational programs at any grade level, including post secondary and adult programs. In 1974 the project received JDRP validation for national dissemination (JDRP approval May 15, 1974, #74-45, USOE-ESAE Title IV-C).

The manual for the project gives teachers tools and techniques for testing the reading level of their text materials; pretesting their students' ability to read and comprehend the text materials they will be using in their course; preteaching the technical vocabulary that the student will be required to learn, understand, and use in the course; and modifying their teaching materials to lower the reading level without losing content.

The Reading in the Content Area Modules are kits that can be used for self-instruction or inservice activities. Each of the following 27 titles could be presented in separate one-half day or full-day workshops: Basic Approaches to Reading in the Elementary School, Behavior Modification, Concept Development, Critical Reading, Developing Attitudes Toward

Learning, Enriched Textbook Teaching, Feedback: Using Feedback to Improve and Maintain Performance, Formative Evaluation in Reading, Learning How to Read, Organizing the Classroom for Reading in Vocational Education, Personal Development in Reading, Reading: Language and Personality, Reading Achievement in the Secondary Schools, Reading and Academic Success: The Counselor's Role, Reading and Contextual Analysis, Reading and Structural Analysis, Reading for Comprehension, Reading to Learn, Study Skills: Skimming and Scanning, Teacher Awareness in Nonverbal Communication, The Reading-Limited Learner, the Textbook as a Learning Vehicle, The Use of Paraprofessionals and Volunteers, Using Your Reading Specialist, Vocabulary Development, What is Reading?

Both the manual and the Reading in the Content Area Modules are excellent tools for inservice activities with all vocational personnel and administrators because they span across the area of the special needs of "regular students" and also deal with the issues and needs in the mainstreamed classroom. They are useful action guides to inservice activities.

Title: OPERATION RESOURCE FOR TEACHER EDUCATORS AND OTHER EDUCATION PERSONNEL CONCERNED WITH TEACHING THE DISADVANTAGED LEARNER

Author(s): Anna M. Gorman and others

Publisher: Center for Vocational and Technical Education, The Ohio State University

Publisher Address: Columbus, Ohio

Publication Date: July 1972

Type of Material: Resource manual, microfiche, 240 pages

Target Population: Teacher educators, state office personnel, special needs coordinators

Availability: ERIC #ED 068-625 COST: $ .65

Content Description: This resource manual contains 424 resumes of available literature which will assist: (1) teacher educators who are preparing teachers to work with disadvantaged learners, (2) state and local supervisors who are working to improve the effectiveness of local education agency personnel, and (3) teachers as they strive to improve their programs. The resumes are classified into two basic categories of information, one relevant to educating the disadvantaged learner and other pertinent to inservice education. To assist in utilizing the resource manual, three tables were developed. One table contains a procedural order for organizing an inservice education program including the people involved, and the remaining two tables index the categories of disadvantaged learner and inservice education with specific resumes as identified by page number, resource manual number, and ERIC document number. The resumes contain personal and institutional authors, title, journal source or publisher, pagination, date of publication, sources of availability, descriptors and identifiers which characterize the content of the document, and an abstract of the document. In addition to the resumes, the classification system is described, ordering instructions are included, and an institutional and personal author index is appended.

Title: THE VERMONT GUIDE FOR TEACHING ADOLESCENTS WITH SPECIAL NEEDS

Author(s): William Halloran, Marc Hull and others

Publisher: Bureau of Education for the Handicapped

Publisher Address: Washington, D.C.

Publication Date: August 1975

Type of Material: Resource guide, soft cover, 375 pages

Target Population: Classroom teachers, program supervisors, and resource specialists

Availability: Bureau of Education for the Handicapped
U.S. Office of Education
Washington, D.C. 20202

Content Description: The guide is designed to be used as a teaching resource--a reference for structuring and evaluating programs of instruction, a guide for developing daily lesson plans, a guide for selecting and developing instructional materials, and as a standard for evaluating the performance of students. It is comprised of 26 curriculum units, each of which consists of statements of concepts and skills to be acquired and listings of projects to motivate learning, activities to focus instruction, and instructional materials which convey related and supplemental information.

Title: VOCATIONAL EDUCATION FOR THE HANDICAPPED: RESOURCE GUIDE TO FEDERAL REGULATIONS

Author(s): William Halloran, Theodore James Foley II, Jane Ann Razeghi and Marc Hull

Publisher: Texas Education Agency

Publisher Address: Austin, Texas

Publication Date: April 1978

Type of Material: Resource guide, paperbound, 267 pages

Target Population: Vocational educators

Availability: Texas Regional Resource Center
Texas Education Agency
Department of Special Education
Austin, Texas 78712

Content Description: "Vocational Education for the Handicapped: Resource Guide to Federal Regulations" provides a general description in "lay" terms of the following laws:

- The Rehabilitation Act of 1973 (PL 94-112), Section 504.
- The Education of the Handicapped Act: Part B, as amended by the Education for All Handicapped Children Act of 1975 (PL 94-142): Part 121a, Subparts A through G.
- The Vocational Education Act of 1963, as amended by the Education Amendments of 1976 (PL 94-482): Part A, Subparts 1 through 4; Part B, Subparts 1 through 5.

The final section of the guide includes a comparison of how these three laws apply to each of the following topics:

Definition of Handicapped
Definition of Special Education
National, State and Local Advisory Councils
Least Restrictive Alternatives
Individual Education Programs
Vocational Guidance and Counseling
Personnel Development
Standards of the State Education Agency
Funding
Exemplary and Innovative Programs

There is also an appendix with copies of pertinent rules and regulations for each law. This document provides a readable and usable interpretation of these laws and their regulations. It is an excellent resource for inservice activities, including an overview or a more-than-surface discussion of the laws effecting special needs in vocational education. The resource guide could also be used for self-instruction.

Title: MATERIALS: PUBLICATIONS OF THE LEADERSHIP TRAINING INSTITUTE/SPECIAL EDUCATION AND THE NATIONAL SUPPORT SYSTEMS PROJECT

Author(s): See content description

Publisher: Leadership Training Institute, University of Minnesota

Publisher Address: Minneapolis, Minnesota

Publication Date: See content description

Type of Material: Handbooks, paperbound, about 100 pages each

Target Population: All educators

Availability: Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, Virginia 22091

Content Description: The publications of the Leadership Training Institute are handbooks developed for the support of "mainstreaming" activities in regular educational programs. The series we have identified here deal with mainstreaming students with specific handicaps. Content varies with each handbook, but generally they all include a description of the handicap, the educational needs associated with the handicap, and approaches or strategies for dealing with these within the regular classroom--the mainstream. The books in this series average about 100 pages each. Titles and their authors are as follows:

- Hearing Impaired Pupils in the Mainstream/J.W. Birch (1976)
- Mainstreaming: Educable Mentally Retarded Children in Regular Classes/J.W. Birch (1974)
- Our Forgotten Children: Hard-of-Hearing Pupils in the Regular Classroom/J. Davis (Ed.) (1977)
- Instructional Alternatives for Exceptional Children/ E.N. Deno (Ed.) (1972)
- Mainstreaming: Learning Disabled, Emotionally Disturbed, and Socially Maladjusted Children in Regular Classes/ E.N. Deno (Winter 1978)
- Speech and Language Services and the Classroom Teacher/ G.G. Freeman (1977)
- Mainstreaming and the Minority Child/R.A. Jones (Ed.)(1976)
- Supporting Visually Impaired Students in the Mainstream/ G.J. Martin and M. Hoben (1977)
- Exceptional Children in Regular Classrooms/M.C. Reynolds and M.D. Davis (Eds.) (1971)

Title: DIMENSIONS OF VOCATIONAL EDUCATION TO SERVE SPECIAL NEEDS PERSONS

Author(s): Richard A. Macer and James J. Buffer, Jr.

Publisher: Ohio Department of Education

Publisher Address: Columbus, Ohio

Publication Date: 1978

Type of Material: Handbook, paperbound, 97 pages

Target Population: Vocational teachers and teacher educators

Availability: Richard A. Macer
Vocational Education Special Needs Service
Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

Content Description: Dimensions of Vocational Education to Service Special Needs Persons is a handbook for vocational educators and vocational teachers to help provide them with an overview of some of the issues, concepts, methodologies, and strategies in serving special needs students. The following topics are defined and discussed briefly and concisely:

- The need for vocational education for learners with special needs
- Preservice and inservice training
- Team and cooperative approaches
- Establishing and evaluating goals for students
- The unique needs of handicapped learners
- Vocational assessment for program placement
- Structuring programs
- Instructional techniques and methods
- Evaluating student performance

This handbook could be used as a guide for vocational special needs orientation or overview workshops or presentations where some of the current issues facing vocational education will be reviewed.

Title: MAINSTREAMING: ORIGINS AND IMPLICATIONS (MINNESOTA EDUCATION)

Author(s): See content description

Publisher: College of Education, University of Minnesota

Publisher Address: Minneapolis, Minnesota

Publication Date: Spring 1976; Vol. 2, No. 2

Type of Material: Conference transcript, paperbound, 79 pages

Target Population: All educators

Availability: College of Education
104 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

Content Description: "Mainstreaming: Origins and Implications" is an issue of MINNESOTA EDUCATION dedicated to publishing the proceedings from the July 1975 four-day Dean's Projects Conference sponsored by the Leadership Training Institute/Special Education held at the University of Minnesota. This issue contains transcripts of the following presentations, including their panel discussions:

- Integration of the Handicapped Child into Regular Schools/ Edwin Martin
- Changing Public Policies: Roots and Forces/Thomas K. Gillhool
- Consequences for Instruction: The State of the Art of Individualizing/Richard E. Snow
- Ethics, Umbrage, and the ABCD's/Rue Cromwell
- Progressive Inclusion: The Mainstream Movement in Tacoma/ Henry J. Bertness
- Some Issues in the Logic and Ethics of Mainstreaming/ Michael Scriven

Title: PROGRAMMING FOR HANDICAPPED STUDENTS AT THE SECONDARY LEVEL: RESPONDING TO PUBLIC LAWS. ADMINISTRATORS MANUAL.

Author(s): Jean J. Moore and Vance S. Engleman (eds.)

Publisher: Southwest Regional Resource Center
(Conference and document co-sponsored by the Southwest RRC and the Coordinating Office of RRC's), University of Utah

Publisher Address: 2363 Foothill Drive, Suite G
Salt Lake City, Utah 84109

Publication Date: September 1977

Type of Material: Administrators manual, paperbound, 55 pages

Target Population: LEA/SEA vocational and special education administrators

Availability: Limited copies available through Regional Resource Centers across country. (Has been submitted to and accepted by ERIC for hard copy and microfiche reproduction.)

COST: No charge. Handling charges may be added; ERIC prices will be noted in Exceptional Child Education Resources abstract.

Content Description: The Administrators Manual of Programming for Handicapped Students at the Secondary Level: Responding to Public Laws is designed as a reference document to aid people at the local level in planning services for handicapped secondary students. Components and recommended practices are specified (and cross-referenced to PLs 94-142, 93-112 and 94-482) in these four major areas:

- The Operational World: the development of appropriate services. What planning is needed to assure that appropriate services will be available?
- The Student World: the individual's profile. What kinds of information do we need about each student to assure appropriate placement?
- The Training World: the cascade of placement options. What kinds of training programs do we need to serve all handicapped secondary students?
- The Work World: the maximizing of career options. How do we get our students into appropriate jobs?

The book also contains blank columns for listing local resources and state laws. The following is an example of the outline format used in this book:

THE OPERATIONAL WORLD

FUNCTION 1: Local Educational Agency/Intermediate Educational Agency Plan Development				
Components	Laws		Recommended Practices	Local Resources
	Federal	State		

Title:

Author(s):

Publisher:

Publisher Address:

Publication Date:

Type of Material:

Target Population:

Availability:

Content Description:

Thus, with this format the reader is taken through every aspect of service provision and components needed for servicing special needs students at the secondary level. Rules and regulations are cited for PLs 94-142 and 93-112, but only the law is cited for 94-482 (final rules had not been published at the time of this publication).

Title: 100 SUCCESSFUL VOCATIONAL SPECIAL NEEDS PROGRAMS

Author(s): Nat'l Assoc. of Vocational Education Special Needs Personnel

Publisher: Nat'l Assoc. of Vocational Education Special Needs Personnel

Publisher Address: Washington, D.C.

Publication Date: August 1975

Type of Material: Report of a national survey, microfiche, 134 pages

Target Population: Vocational teachers and administrators

Availability: ERIC #ED 117-442 COST: $ .83

Content Description:

This is a report of a survey that was conducted for the following purposes: (1) to provide a sampling of successful vocational special needs programs throughout the country that were developed as the direct result of the motivation and support provided by PL 90-576; and (2) to make available to educators and other interested parties examples of vocational programs that meet the needs of disadvantaged students in school and the educationally disadvantaged not in school, and examples of successful vocational programs serving the handicapped. The handicaps identified include the crippled, deaf, emotionally disturbed, educable mentally retarded, hard of hearing, learning disabled, multiple handicapped, mentally retarded, other health impaired, speech imparied, trainable mentally retarded, and visually handicapped. The following information is outlined for each program: administrative personnel, location of the school, program title, school characteristics (urban or rural, number of students, programs for disadvantaged or handicapped, grade level, type of handicap), cost, nature of disadvantagement, and a brief description of program activities and outcomes.

These outlines of successful programs provide a guide to the structure and staff requirements necessary for adequate vocational special needs programs.

Title: THE CONSUMER'S GUIDE SERIES

Author(s): University of New Mexico

Publisher: University of New Mexico

Publisher Address: Albuquerque, New Mexico

Publication Date: 1978

Type of Material: Four guidebooks, paperbound, approximately 150 pages each

Target Population: Teacher educators

Availability:

Teacher Education/Special Education West
Department of Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Content Description:

The Consumer's Guide Series contains the following four documents:

I. The Training of Paraprofessionals in Special Education and Related Fields
II. The Inservice Training of Regular Educators in Special Education
III. The Training of Professionals in Vocational Education for the Handicapped
IV. Inservice Training in Special Education by State Education Agencies.

The development of these guidebooks was sponsored by the Division of Personnel Preparation, Bureau of Education for the Handicapped. They present a complete outline and guide to all the possible inservice training requirements involved with mainstreaming special needs students in regular school programs. This is done in each guide by presenting descriptions and details of what is being done to meet this inservice need in each of the states. Thus, this guide is meant to help consumers and producers of personnel training programs compare what is being done elsewhere and evaluate what is being done or needs to be done in their own state.

This is an excellent resource for planning personnel preparation programs.

Title: IMPROVING OCCUPATIONAL PROGRAMS FOR THE HANDICAPPED, MANUAL ON IMPROVING PROGRAMS FOR THE HANDICAPPED WITH EXAMPLES

Author(s): Scott L. Parker and others

Publisher: Management Analysis Center, Inc.

Publisher Address: Washington, D.C.

Publication Date: 1975

Type of Material: Manual, microfiche, 321 pages

Target Population: Program administrators

Availability: ERIC #ED 117-914 COST: $ .83

Content Description: Presented is a manual on improving occupational programs for the handicapped based on a study of 30 existing vocational education programs falling into one of three categories--modified programs for handicapped students in the regular classroom, special programs for the handicapped in segregated classrooms, or special programs for severely handicapped students in special classes or residential schools. Chapters on the following topics are included: laying the groundwork, designing a program, setting up a program, focusing on the student, meeting student needs, preparing for specific skill training, selecting type of vocational training, providing related or academic instruction, obtaining supportive and social services, assisting in transition to the work world, conducting job placement and followup, and achieving interagency, interdistrict and community coordination and cooperation. The bulk of the document consists of appendices providing a checklist for program evaluation, abstracts of 30 programs studied in depth, detailed studies of three different kinds of programs, and the methodology used to develop the manual.

Title: TO SERVE THOSE WHO ARE HANDICAPPED: PROCEDURES AND FORMAT TO IMPLEMENT A MODEL CAREER EDUCATION PROGRAM FOR THE HANDICAPPED

Author(s): Claire Olson Szoke and Sharon Fest

Publisher: Illinois Office of Education

Publisher Address: Springfield, Illinois

Publication Date: 1975

Type of Material: Handbook, notebook, 546 pages

Target Population: Local education agencies

Availability: Rebecca Douglass
East Central Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Content Description: To Serve Those Who Are Handicapped is a handbook of procedures and activities to help local education agencies develop career oriented and vocational programs and services for mentally and physically handicapped students. There are twelve sections, each a component of planning and implementing a comprehensive program for the handicapped:

- Procedures for identifying and recruiting population to be served
- Establish an organizational structure and policy guidelines to plan and implement a career education program for handicapped students
- Procedures for staff selection and inservice training
- Develop policies and procedures for the implementation of counseling
- Develop policies and procedures to implement a structured program of vocational assessment
- Procedures for developing an orientation to the world of work curriculum
- Procedures for implementing vocational skill training programming for special needs students
- Develop guidelines for the implementation of a job observation program at both the junior and senior high school levels
- Procedures for developing a prevocational laboratory
- Procedures for developing work experience and cooperative education programs for handicapped students
- Procedures for developing placement services for the handicapped

Each section is divided into two parts: first, activities are listed for the topic under discussion, and then resources such as sample forms, guidelines, etc. are included and indicated for these specific activities.

This is a good general resource, but it is specifically applicable for inservice activities in programming at the local education agency level. Any selected activities could be used for inservice training workshop activities; thus, it is also a good action guide.

Title: VOCATIONAL EDUCATION FOR SPECIAL GROUPS

Author(s): James E. Wall (ed.)

Publisher: American Vocational Association

Publisher Address: Washington, D.C.

Publication Date: 1976

Type of Material: Sixth yearbook, hard cover, 351 pages

Target Population: Vocational educators dealing with special population groups

Availability: American Vocational Association, Inc.
1510 H Street, N.W.
Washington, D.C. 20005 COST: $12.00

Content Description:

Vocational Education for Special Groups is the sixth yearbook in a series published by the American Vocational Association (AVA). It deals with issues, concepts and strategies involved in providing vocational education to special populations. The following is a listing of the articles in this collection:

- Vocational Education for Special Groups: Retrospectively, Introspectively, Prospectively/James E. Wall
- Diversity of Special Groups: Description and Needs/Charles W. Phillips
- How We Can Provide Vocational Education for Special Groups/ Addison Hobbs
- Women's Expanding Roles: Implications for Vocational Education/Mary Bach Kievit
- Vocational Education for Retirees and Middle-Age Career Changers/Angelo C. Gilli
- The Status of Blacks in Vocational Education: Reflections and Perspectives/Ferman B. Moody and N. Allan Sheppard
- Options for Native Americans in Vocational Education/ Marjorie Bear Don't Walk
- Handicapped Citizens: Increasing the Opportunities Through Vocational Education/Thomas R. Shworles
- Social Mobility for Mexican-Americans via Vocational Education/Delfino Valdez
- Vocational Education: An Alternative Rehabilitation Mode for Correctional Institutions/Ralph Bregman and Verna Frey
- Youth: Work Entry Through Vocational Education/Jasper S. Lee
- Leadership Development for Special Groups/William W. Stevenson and Paula Keller

- Identification, Recruitment, and Retention of Persons in Programs for Special Groups/Lawrence Weisman
- Diagnostic and Assessment Procedures for Identifying Individual Characteristics and Problems/Donna M. Seay
- Proposed Strategies in Developing Curriculums for Special Groups/Kenneth M. Eaddy and Pamela A. Eaddy
- Individualization of Instruction for Special Groups: Major Bases/Barbara Johnson
- Supportive Services for Special Student Groups/James E. Bottoms and Paul Scott
- Developing Vocational Education Personnel to Meet the Needs of Persons in Special Groups/James F. Shill
- Evaluation of Special Group Programs/Robert E. Norton and Norval McCaslin

Title: MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION

Author(s): Robert Weisgerber and others

Publisher: American Institute for Research in the Behavioral Sciences

Publisher Address: Palo Alto, California

Publication Date: 1977

Type of Material: Instructional modules, microfiche. Modules vary in length from 23 to 93 pages.

Target Population: Vocational educators

Availability:

ERIC #ED 142-747
142-748
142-749
142-766
142-767
142-768
142-769

or: Robert Weisgerber
American Institute for Research
Palo Alto, California 94305

Content Description:

This is a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes. Included are modules on the following topics: Developing a General Understanding, Developing a Positive Attitude, Serving the Mentally Handicapped, Serving the Visually Handicapped, Serving the Communication Impaired, Developing a Plan of Action, and Serving the Orthopedically Handicapped.

Each module includes the following information: (1) An explanation of the handicapping condition, exploration of the range of vocational capabilities of the handicapped student, and ways in which the vocational educator can help these students develop their full vocational potential; (2) Guidelines for establishing and carrying out a plan of individualized instruction; and (3) Listing of resource agencies and further readings to assist the vocational educator.

These modules could be used individually by vocational educators as the need arises, or as a series in providing preservice and inservice training. A packet can take from 30 to 60 minutes to complete, and a self-check evaluation is included for the reader.

Title: A HANDBOOK FOR DEVELOPING VOCATIONAL PROGRAMS AND SERVICES FOR DISADVANTAGED STUDENTS

Author(s): Lawrence Weisman

Publisher: Southern Illinois University

Publisher Address: Carbondale, Illinois

Publication Date: 1975

Type of Material: Resource book, notebook, approximately 300 pages

Target Population: Vocational educators

Availability: Rebecca Douglass
East Central Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Content Description: The Handbook for Developing Vocational Programs and Services for Disadvantaged Students is a resource book of ideas and activities to help meet the special needs of disadvantaged students in vocational programs. It includes chapters on the following:

- Descriptions of the causes of specific characteristics of disadvantaged students. These are easily referenced through the use of key words in the margin alongside the text. They are cross-referenced in a key word index with appropriate activities.
- Summary of legislation: Vocational Education Act of 1963 and Vocational Education Amendments of 1968, Fair Labor Standards Act, Comprehensive Employment and Training Act, General Education Act, The Family Education Rights and Privacy Act of 1974.
- Policies and objectives which facilitate provision of vocational education and related services
- Staff orientation and training: Preservice and inservice training activities on using teaching styles, motivational techniques, sensitizing experiences, communication skills, etc.
- Identification of disadvantaged students
- Career guidance
- Curriculum strategies and methods: Includes different instruction techniques cross-referenced with key words and student characteristics
- Discipline and remediation
- Personal services
- Placement
- Program evaluation and followup

This is a very thorough resource guide that deals with all the different aspects of providing services and education to disadvantaged students. It would be useful as a resource when developing or providing inservice activities and presentations for vocational educators at any professional level for one-day or full-term course productions.

Title: LOCALLY-DIRECTED EVALUATION HANDBOOK #13: ASSESSMENT OF SERVICES FOR THE DISADVANTAGED AND HANDICAPPED

Author(s): Tim L. Wentling

Publisher: Illinois Office of Education

Publisher Address: Springfield, Illinois

Publication Date: 1976

Type of Material: Handbook and filmstrip/tape presentation, paperbound, 33 pages

Target Population: Vocational educators and local education agencies

Availability: Rebecca Douglas
East Central Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Content Description: Assessment of Services for the Disadvantaged and Handicapped is one (#13) of sixteen local Leader Guides of the locally-directed evaluation project developed at the University of Illinois. It was developed to help guide and facilitate the evaluation of special needs services by and for local education agency personnel. It includes: preliminary considerations and a task breakdown; example documents; students characteristics and services matrix; example items for the staff rating form; sample cover letter for staff rating survey; example items for the student rating form; sample cover letter for student rating survey; sample reimbursement cards; and a copy of the narrative for a filmstrip/tape presentation that accompanies this guide.

This is also a good action guide for inservice discussions or presentations on how to evaluate services for vocational special needs students.

Title: THE PROCEEDINGS FROM WEST VIRGINIA'S TRAINING INSTITUTE: EXPANDING OPTIONS FOR HANDICAPPED PERSONS RECEIVING VOCATIONAL EDUCATION

Author(s): West Virginia Department of Education (eds)

Publisher: West Virginia Department of Education

Publisher Address: Charleston, West Virginia

Publication Date: 1976

Type of Material: Guideline, paperbound, 212 pages

Target Population: All persons working with vocational special needs students

Availability: Bureau of Vocational, Technical and Adult Education
West Virginia Department of Education
Capitol Complex
Charleston, West Virginia 25301

Content Description: Expanding Options for Handicapped Persons Receiving Vocational Education is a guide in outline form for administrators, teachers, counselors, parents, University personnel, funding agencies, and others who are responsible for planning and implementing vocational education for secondary special needs students at the national, state, and local levels. It is divided into four sections or "worlds", and then broken down into the following outline:

Tactical Arenas: Tactical Steps: Who: Where: How: When:

- Operation World: National and regional, state agencies, district and community, and secondary school.
- Student World: Identification and referral, assessment and individual plan module, placement and program module, and monitoring and evaluation module.
- Training World: Career preparation, formal studies, skill development, and work adjustment.
- Work World: Job marketing, job development, job placement, and job followup.

Title: IT'S ABOUT TIME (VARIOUS DISABILITIES) CAME OUT IN THE OPEN SERIES

Author(s): Wisconsin Vocational Studies Center

Publisher: Wisconsin Vocational Studies Center, University of Wisconsin

Publisher Address: Madison, Wisconsin

Publication Date: 1976-77

Type of Material: Information pamphlets on handicapping conditions, paperbound, approximately 40 pages each.

Target Population: Vocational educators serving special needs students

Availability: Publications Unit, Room 342
Wisconsin Vocational Studies Center
University of Wisconsin
321 Education Building, Box 49
Madison, Wisconsin 53706

Phone: (608) 263-4357 COST: $2.50 per pamphlet

Content Description: This is a series of eight pamphlets designed to bring information on handicapping conditions to vocational educators and others working with special needs students.

Included are pamphlets on the following disabilities: Alcohol; Drug; Hearing; Visual; Emotional; Physical, Part I (includes amputation, monoplegia, hemiplegia, triplegia, quadraplegia, and paraplegia); Physical, Part II (includes cerebral palsey, multiple sclerosis, muscular dystrophy, and spina bifida); Physical, Part III (includes aphasia, cystic fibrosis, and epilepsy).

Each of the pamphlets discusses the disability in an easy-to-understand manner and also provides suggestions to the vocational educator to assist in teaching individuals who have the disability.

Title: A/V SERIES ON UNDERSTANDING AND WORKING WITH HANDICAPPED STUDENTS IN A VOCATIONAL SETTING

Author(s): Wisconsin Vocational Studies Center

Publisher: Wisconsin Vocational Studies Center, University of Wisconsin

Publisher Address: Madison, Wisconsin

Publication Date: 1978

Type of Material: Eight filmstrips, 16-18 minutes each

Target Population: Preservice and inservice programs

Availability:

Dr. Lloyd Tindall
Wisconsin Vocational Studies Center
University of Wisconsin
321 Education Building, Box 49
Madison, Wisconsin 53706

Phone: (608) 263-3415

Content Description:

This is a series of eight filmstrips to be used for preservice and inservice training. Emphasis is placed on understanding and working with handicapped students in a vocational setting. The eight areas include:

- Program modification and prescriptive teaching for handicapped students
- Learning disabilities
- Mental retardation
- Emotional disturbance
- Visual impairments
- Hearing
- Physical disabilities
- Language/cultural differences

Each filmstrip runs 16-18 minutes and is useful for teachers, administrators, counselors, and parents of special needs students.

Textbooks

Title: VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS: A TEACHER'S HANDBOOK

Author(s): Myra Altfest (ed.)

Publisher: Colorado State Board for Community Colleges and Occupational Education

Publisher Address: Denver, Colorado

Publication Date: June 1975

Type of Material: Handbook, paperbound, 113 pages

Target Population: Vocational teachers

Availability: Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Content Description:

Vocational Education for Students with Special Needs is a handbook or guide to help educate vocational teachers about the needs and techniques for dealing with and teaching students with special needs. It covers the following seven areas:

Chapter I involves the identification process, including common observable characteristics of disadvantaged and handicapped students. Proper identification facilitates program planning and provides justification for additional services or funds.

Chapter II deals with assessing the needs of the individual students who are identified. Assessment is an ongoing process involving the student in the evaluation of his/her progress, adjustments and changing needs at school.

Chapter III describes common learning styles of the target group and teaching methods which best suit those learning styles and characteristics.

Chapter IV is a sample listing of instructional materials which are particularly appropriate for use with special needs students.

Chapter V concerns Individual Prescriptive Education, one solution that has proven successful in schools for meeting students' needs.

Chapter VI charts local resources and agencies and the primary services which they provide.

Chapter VII plans for the evaluation of the student's progress based on objectives established at the onset of the program.

The handbook also has an appendix of forms that vocational teachers can use or adapt for identifying disadvantaged and handicapped students, assessing their needs, and providing special services.

This is one of the few inservice guides that deals with providing services to both disadvantaged and handicapped students in vocational education. It is useful for self-instruction or as an action guide for inservice activities. The handbook could be used as a general overview of the area of special needs students in vocational education or a guide to an in-depth inservice course.

Title: VOCATIONAL PREPARATION OF RETARDED CITIZENS

Author(s): Donn E. Brolin

Publisher: Charles E. Merrill Publishing Company

Publisher Address: Columbus, Ohio

Publication Date: 1976

Type of Material: Text, hard cover, 312 pages

Target Population: Inservice educators, teachers

Availability: Charles E. Merrill Publishing Company
Columbus, Ohio 43216

Content Description: This book was written to assist the teacher and other professionals who are involved in the vocational preparation of retarded citizens. Included in the book are the following areas:

Part I. Basic Background: The nature of mental retardation, development of a work personality, vocational adjustment of the retarded, vocational services for the retarded.

Part II. Techniques of Vocational Preparation: Vocational counseling, vocational evaluation (clinical assessment), vocational evaluation (work evaluation), vocational evaluation (work adjustment), vocational evaluation (job tryouts), vocational training, job placement and followup.

Part III. Program Models and Evaluation: A secondary EMR program model, a post-secondary rehabilitation program model, program evaluation.

This book incorporates a number of services provided to the retarded citizen, including vocational education, special education, and vocational rehabilitation.

Title: INSTRUCTIONAL DEVELOPMENT FOR SPECIAL NEEDS LEARNERS: AN INSERVICE RESOURCE GUIDE

Author(s): L. Allen Phelps

Publisher: University of Illinois at Urbana-Champaign

Publisher Address: Urbana, Illinois

Publication Date: 1976

Type of Material: Inservice course guide, paperbound, 333 pages

Target Population: Special and vocational educators

Availability: Eileen Ostergaard
Minnesota Instructional Materials Center
3554 White Bear Avenue
White Bear Lake, Minnesota 55110
Phone: (612) 770-3943 COST: $5.00

Content Description: "Instructional Development for Special Needs Learners: An Inservice Guide" is divided into the following seven instructional modules:

Module 1: Learner Identification and Analysis
Module 2: Cooperative Instructional Arrangements
Module 3: Instructional Resources
Module 4: Cluster and Content Analysis
Module 5: Instructional Planning
Module 6: Instructional Implementation
Module 7: Evaluation of Learner Progress

These seven modules focus on the skills needed for planning individual educational programs for special needs learners mainstreamed in regular secondary vocational programs. The modules can be used as self-instructional activities or with small-to-moderate sized groups for inservice training.

This is an excellent action guide to preservice or inservice presentations and is usable with secondary and postsecondary special and vocational educators. It can be used as a guide to an orientation or overview of the issues concerning mainstreaming special needs students or an in-depth study of how to deal with and plan for the individual needs of students.

Title: CAREER EXPLORATION AND PREPARATION FOR THE SPECIAL NEEDS LEARNER

Author(s): L. Allen Phelps and Ronald J. Lutz

Publisher: Allyn and Bacon, Inc.

Publisher Address: Boston, Massachusetts

Publication Date: 1977

Type of Material: Text, hard copy, 359 pages

Target Population: Vocational and special educators

Availability: Longwood Division
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210

Content Description: Career Exploration and Preparation for the Special Needs Learner is an up-to-date resource of guidelines, practical suggestions, and step-by-step techniques for planning and implementing individualized career education programs for special needs students. Individual case studies are used (throughout the book) to exemplify the uses of the techniques being discussed.

The book is divided into two parts. The first part deals with: Who are special needs learners, what is career education and career exploration, some of the feelings of teachers working with special needs learners, and cooperative teaching.

Part two presents techniques and processes in the following areas for developing and managing instruction for special needs learners: Identifying and assessing learner needs, identifying school and community resources, conducting career cluster and content analyses, developing a cooperative instructional arrangement, planning instruction, developing cooperative training plans, implementing instruction, evaluating learner progress.

Title: TEACHING EXCEPTIONAL CHILDREN IN ALL AMERICA'S SCHOOLS: A FIRST COURSE FOR TEACHERS AND PRINCIPALS

Author(s): Maynard C. Reynolds and Jack W. Birch

Publisher: The Council for Exceptional Children

Publisher Address: Reston, Virginia

Publication Date: 1977

Type of Material: Textbook, hard copy, 782 pages

Target Population: All educators

Availability: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091 COST: $15.00

Content Description: Teaching Exceptional Children in All America's Schools is designed as the beginning handbook or textbook for all educators in the philosophy and practice of mainstreaming special needs children in regular school classrooms and programs. The book offers techniques that teachers and administrators can use to successfully mainstream children with different educational needs. The following is a list of the topics discussed in this text:

- The history of mainstreaming--the currents and origins of change
- Assessment
- Parents and planning
- Giftedness
- Mental retardation
- Learning disabilities and behavior disorders
- Physical and health impairments
- Emering trends in the delivery of special services to special needs students--cooperative arrangements
- Speech problems
- Hearing impairments
- Visual impairments
- Emerging programs for special needs students
- Future trends and issues

Even though not specifically for vocational personnel, this is an excellent resource or textbook for any inservice activities in vocational special needs.

Title: THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS

Author(s): Stanley J. Urgan and Thomas Tsuji

Publisher: Miss Information Corporation

Publisher Address: New York, New York

Publication Date: 1974

Type of Material: Text of readings, hard copy, 286 pages

Target Population: Vocational educators

Availability: Miss Information Corporation
655 Madison Avenue
New York, New York 10021

Content Description: "The Special Needs Student in Vocational Education" is a series of readings that the editors assembled as a text for college and university vocational special needs courses. Articles were selected that would be most likely to lead to further reading on the part of the student, offer opposing viewpoints on the major issues in this area, and range from empirical to simply descriptive treatments of the major issues. Following is the list of articles and authors in this text:

- New Public Priority: Education of Handicapped Children/ Edwin Martin
- Special Education: A Teapot in a Tempest/M. Stephen Lilly
- Special Education for the Mildly Retarded: Is Much of it Justifiable?/Lloyd M. Dunn
- A Comparison of Mentally Retarded Adults Who Attended a Special Class with Those Who Attended Regular School Classes/Rutherford B. Porter and Tony C. Milazzo
- Labels and Stigma in Special Education/Reginald L. Jones
- Mainstreaming is the Name for a New Idea: Getting the Problem Child Back into a Regular Classroom/B. Robert Anderson
- The Special Education Contract for Mildly Handicapped Children/James J. Gallagher
- Research and the Classroom: Mahomet and the Mountain Revisited/Leonard S. Blackman
- Vocational Education Amendments 1968. Public Law 90-576/ Irving Gordon
- Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968/Evelyn R. Kay, Barbara H. Kemp and Frances G. Saunders

- The Disadvantaged and the Handicapped/George L. Brandon
- Skill Development for the Handicapped/Herbert Siegel and Eugene Haug
- Make Room for Disadvantaged in Industrial Arts/Ralph Ressler
- Industrial Education and the Disadvantaged/Leslie H. Cochran
- Open Education for Emotionally Disturbed Children/Peter Knoblock
- Career Development Center: A Modified High School for the Handicapped/Henry V. Colella
- Training the Mentally Retarded for Competitive Employment/ Edmund C. Neuhaus
- Experiment in Special Training for Retarded/Joseph E. Beliveau and Frank A. Moretti
- A Job Placement Procedure for the Mentally Retarded/ Gary R. Sigler and Charles J. Kokaska
- Is Off-Campus Work Placement Necessary for All Educable Mentally Retarded?/Clifford E. Howe
- The Reading-Free Vocational Interest Inventory: Measurement of Job Preference in the EMR/Ralph L. Becker
- Occupational Exploration Practices: A Pilot Study to Increase the Vocational Sophistication of Slow Learners/ Paul R. Salomone, Elizabeth Lehmann, and Alan J. Green
- Blind Persons in Data Processing: The Attitude of Industry/ W.H. Nichols
- The Employability of the Cerebral Palsied: A Summary of Two Related Studies/Martin Moed and Dorothy Litwin
- A Work-Study Program at the Maryland School for the Blind/ Gerald Chambers
- Marland on Career Education/American Education
- Project Worker: Videotaping Work Stations in Industry/ Walter F. Retzlaff
- Career of the Month/Dean P. Talagan
- The Home as a Career Education Center/Elizabeth J. Simpson
- Career Education Needs of Secondary Educable Students/ Donn Brolin
- Vocational Education, Special Education and Vocational Rehabilitation: A Marriage of Professionals Needed for Handicapped Children/James J. Gallagher

Journal Articles

Title: THE SCHOOL PSYCHOLOGICAL DIGEST: SPECIAL ISSUE DEDICATED TO VOCATIONAL SPECIAL NEEDS

Author(s): See content description

Publisher: National Association of School Psychologists

Publisher Address: Kent, Ohio

Publication Date: Winter 1977; Vol. 7, No. 1

Type of Material: Special journal issue, paperbound, 71 pages

Target Population: School psychologists and trainers of school psychologists

Availability: The School Psychology Digest
P.O. Box 184
Kent, Ohio 44240 COST: $4.00

Content Description: This special issue was designed to familiarize currently practicing school psychologists and trainers of school psychologists with current trends in vocational education programming for special needs students. It also identifies the need for school psychological services in this type of programming, and presents a proposal for the development of "vocational school psychology" as a specialty within the profession designed to provide psychological services in occupational training programs. Following is a list of articles and authors included in this issue:

FEATURE ARTICLES:

- The Emerging Vocational School Psychologist: Implications for Special Needs Students/Thomas H. Hohenshil and Paul Warden
- Vocational Education for Special Needs Learners: Past, Present, and Future/L. Allen Phelps

CONDENSED ARTICLES:

- Breaking Down the Barriers for Disabled Learners: A Progress Report/Lloyd W. Tindall
- Vocational Education's Role in Career Education for Handicapped Students/Gary D. Meers and Charlotte Conaway
- The Changing Task of Professional Development for Special Needs Education: The Message is More/Lorella A. McKinney
- Getting Students into the Mainstream/John E. Troxell and Lois Sarandoulias
- Career Development Services for the Handicapped: The California Plan/Linda Phillips
- A School Psychologist as Coordinator of a Learning Center in an Oklahoma Vocational-Technical School/Joyce Smith

- Career Education for the Handicapped: The Vocational School Psychologist as Consultant/Kathleen Donohue
- Special Education and Vocational Education Compatability/ Myrtle E. Yoshinaga and James R. Kallman

Title: A PROPOSED SYSTEM FOR THE IDENTIFICATION, ASSESSMENT, AND EVALUATION OF SPECIAL NEEDS LEARNERS

Author(s): L. Allen Phelps and Tim L. Wentling

Publisher: Journal of Industrial Teacher Education--American Technical Society

Publisher Address:

Publication Date: Spring 1977; Vol. 14, No. 3

Type of Material: Journal article, paperbound, 16 pages

Target Population: Vocational educators

Availability: Dr. Raymond Lolla, Department of Vocational Education
Ritter Annex 450, Temple University
Philadelphia, Pennsylvania 19122

Also available in Microform from:
University Microfilms International, Dept. F.A.
300 North Zeeb Road
Ann Arbor, Michigan 48106

Content Description: "A Proposed System for the Identification, Assessment, and Evaluation of Special Needs Learners" was an article in the Spring 1977 issue of the Journal of Industrial Teacher Education. Presented in the article is a discussion of the need and purpose for assessment and evaluation in programs for special needs students. An outline and description of phases (1) pre-assessment; (2) formative assessment; (3) summative assessment; and (4) ultimate assessment of the system; and its purposes, evaluation questions, information needs, assessment activities, personnel needs, time frames, example instruments, audiences for assessment data, and administrative utilization of data is also included.

This article provides a good outline for an overview presentation of how to deal with special needs students. It is also a good resource on assessment and evaluation in special needs programs.

Title: SPECIAL SERIES OF ARTICLES ON TEACHING INDUSTRIAL EDUCATION TO SPECIAL NEEDS STUDENTS

Author(s): L. Allen Phelps and Len Albright (eds.)

Publisher: Industrial Education--MacMillan Professional Magazines, Inc.

Publisher Address: Stamford, Connecticut

Publication Date: October 1977 through June 1978

Type of Material: Series of journal articles, paperbound, about 4 pages each

Target Population: Industrial educators

Availability: Industrial Education
Subscription Department
262 Mason Street
Greenwich, Connecticut 06830

Content Description: INDUSTRIAL EDUCATION, the magazine for industrial arts, vocational and occupational education, ran a series of articles from October 1977 through June 1978 on teaching industrial education to special needs students. The articles, their authors, and issues are as follows:

- A New Challenge/Len Albright and L. Allen Phelps, October 1977. Why you have to know something about teaching the handicapped.
- Individualizing Instruction/William D. Wargo, November 1977. Why this type of instruction is so important for students with special needs.
- Instructional Materials/Marc E. Hull and William Eddy, November 1977. Sources of these materials.
- Indidivualized Education Programs/Marc E. Hull, Linda H. Parrish, Owen J. Hill; December 1977. Information about the IEP which federal law requires for each special needs student.
- Teaching Safety to the Special Needs Learner/Ronald J. Lutz and Virginia L. Pearson, February 1978. A description of the approach and why it is not that much different for the handicapped.
- Cooperative Work-Education/John G. Bowers, March 1978. A description of why the purposes of this program are the same for all, but there are differences in activating it for special needs students.
- Motivating and Managing Behavior/Wayne Booton, April 1978. The focus of the article is on the central need for staff development in the area of helping teachers to manage and motivate special needs students in the classroom.

- How to Operate an Inservice Activity/Charles Greenwood and Raymond Morley, April 1978. Describes the know-how needed to run inservice training for special needs.
- Measurement and Evaluation/Tim L. Wentling, May-June 1978. Describes how assessment is every bit as important for special needs students as for other students.

Title: SCHOOL SHOP: INDUSTRIAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Author(s): See content description

Publisher: Prakken Publications, Inc.

Publisher Address: Ann Arbor, Michigan

Publication Date: April 1978

Type of Material: Special issue, paperbound, 160 pages

Target Population: Industrial education personnel

Availability: Lawrence W. Prakken
Prakken Publications, Inc.
416 Longshort Drive
P.O. Box 8623
Ann Arbor, Michigan 48107
Phone: (313) 769-1211 COST: $2.50

Content Description: This special issue of SCHOOL SHOP was dedicated to the topic of Industrial Education and the Special Needs Student. It includes the following articles:

- The Oak that Grew from the Smith-Hughes Act/Carlson
- New Picture of Vocational Education for Employment of the Handicapped/Razeghi, Halloran
- Making Better Use of Support Services/Gollay, Bensberg
- The What, Who, How, etc., of the IEP/Hayes
- Career Related Instruction/Sullivan
- The Rub: Set Asides and Excess Costs/Dunham
- A "Least Restrictive" Place for EMRs/Bender
- A Practical Guide to Mainstreaming/Dahl
- Supportive Services for the Hard of Hearing and Visually Handicapped in the IA Environment/Ruffino, Canterbury
- Joilet Identifies by Computer/Boldrey
- Training Personnel for Special Needs/Tomlinson, Fabac
- Attitude is Keystone to Success/Hughes
- Industrial Arts with Modifications/Worrall, Mrowka
- Career Commitment and Special Needs/Lutz
- How to Deal with Barriers in Schools/Gollay, Doucette
- The EMR, Performance, and Learning/Linterfeur, Miller

Title: WHO ARE THE SPECIAL NEEDS STUDENTS AND HOW CAN SPECIAL EDUCATION AND INDUSTRIAL TEACHER EDUCATION WORK TOGETHER AND HELP THEM

Author(s): James A. Sullivan

Publisher: Journal of Industrial Teacher Education--American Technical Society

Publisher Address:

Publication Date: Winter, 1978; Vol. 15, No. 2

Type of Material: Journal article, paperbound, 8 pages

Target Population: Industrial teacher educators

Availability: Dr. Raymond Lolla, Department of Vocational Education
Ritter Annex 450, Temple University
Philadelphia, Pennsylvania 19122

Also available in Microform from:
University Microfilms International, Dept. F.A.
300 North Zeeb Road
Ann Arbor, Michigan 48106

Content Description: "Who Are the Special Needs Students and How Can Special Education and Industrial Teacher Education Work Together and Help Them?" was an article in the Winter 1978 issue of the JOURNAL OF INDUSTRIAL TEACHER EDUCATION. Presented in the article is a discussion of one industrial education teacher's first experiences in working with special needs students in his classroom. The author then offers his perspectives on how industrial education and special education can join together to help train industrial education teachers to deal with and teach special needs students. A section on "Who Are the Special Needs Students?" is also included in this article.

This article would be particularly good for generating or initiating workshop discussions about the role of special needs students in vocational programs.

Title: SPECIAL FEATURE ISSUE ON PROFESSIONAL PREPARATION TO SERVE SPECIAL NEEDS LEARNERS

Author(s): Tim L. Wentling and L. Allen Phelps (eds.)

Publisher: Journal of Industrial Teacher Education--American Technical Society

Publisher Address:

Publication Date: Summer, 1977; Vol. 14, No. 4

Type of Material: Special issue, paperbound, 75 pages

Target Population: Vocational teacher educators

Availability: Dr. Raymond Lolla, Department of Vocational Education
Ritter Annex 450, Temple University
Philadelphia, Pennsylvania 19122

Also available in Microform from:
University Microfilms International, Dept. F.A.
300 North Zeeb Road
Ann Arbor, Michigan 48106

Content Description:

This special feature issue was dedicated to the topic of professional preparation to serve special needs learners. Following is the list of articles and authors included in this issue:

- An Interview with Rupert N. Evans and Maynard C. Reynolds/ Tim L. Wentling and L. Allen Phelps
- Legislation and Special Needs Teacher Education: The Vocational Education Amendments of 1976 (PL 94-482)/Richard Carlson
- Legislation and Special Needs Teacher Education: The Education for All Handicapped Children Act of 1976 (PL 94-142) and the Rehabilitation Act of 1973 (PL 93-516)/L. Allen Phelps and William D. Halloran
- Guidelines and Strategies for Coordination of Special Needs Teacher Education/Gary M. Clark
- Preservice Programs for Preparing Special Needs Personnel/ Nancy Hartley
- Inservice Programs for Preparing Special Needs Personnel/ Gary D. Meers
- Resources for Special Needs Personnel Development/Len Albright

Project Reports

Title: NATIONAL CURRICULUM DEVELOPMENT PROJECT FOR VOCATIONAL EDUCATORS OF DISADVANTAGED AND HANDICAPPED STUDENTS (FINAL REPORT)

Author(s): Bureau of Adult, Vocational and Technical Education (DHEW/DE), Washington, D.C.

Publisher: Link Enterprises, Inc.

Publisher Address: Montgomery, Alabama

Publication Date: 1973

Type of Material: Project report, paperbound, 44 pages

Target Population: Vocational educators of disadvantaged and handicapped students

Availability: ERIC #ED 086-815 COST: Microfiche $ .65
Hard copy $3.29

Content Description: This is a report of a project conducted by the Division of Manpower Development and Training through its network of Area Manpower Institutes for the Development of Staff (AMIDS). The goal of the project was to "train a nucleus of vocational educators in each state in curriculum preparation and modification of instructional materials in order to enable disadvantaged and handicapped students to achieve success in career preparation programs".

The report discusses the project in which over 1,200 vocational educators from throughout the U.S. were involved. Included are the following areas: (1) rationale for the project, (2) project results, and (3) strategy and tactics. Pre-workshop activities are explained, including the six-phase plan for implementation of the project. Objectives for the workshop, methodology, content determination, and design and development of instructional materials are also covered. Workshop activities are described with an explanation of the activities for each of the five days which made up the workshops.

This project report could be of assistance in planning short-term inservice training programs in vocational education special needs. Possible content of the workshops is discussed, as well as considerations for planning.

Title: VOCATIONAL EDUCATION FOR THE HANDICAPPED (FINAL REPORT 1975)

Author(s): Robert J. Brock

Publisher: University of Wisconsin-Stout

Publisher Address: Menomonie, Wisconsin

Publication Date: 1978

Type of Material: Project report, soft cover booklet, 84 pages

Target Population: Teacher educators

Availability: Robert J. Brock
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Content Description:

This report summarizes a five-year project entitled Vocational Education for the Handicapped (VEH) at the University of Wisconsin-Stout. The project combined vocational education, vocational rehabilitation, and special education into a single viable teacher education program. Emphasized is the need for vocational/life function skill preparation for secondary personnel working with special needs students. The University of Wisconsin-Stout Special Education Program is described, including the rationale, development, and function of the program as follows:

- Development: Includes a teacher training model, identification of required competencies, student performance criteria, activities leading to competency acquisition, and evaluation of the program.
- Function: Includes curriculum design and student performance evaluation, competency enlargement, and practicums and clinical experiences.

Title: VOCATIONAL AND CAREER EDUCATION FOR THE HANDICAPPED: TRAINING THE CLASSROOM TEACHER. PROJECT THOR

Author(s): Edmund Coombe and others

Publisher: Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia)

Publisher Address:

Publication Date: April 1977

Type of Material: Project description, microfiche, 32 pages

Target Population: Teacher educators

Availability: ERIC #ED 140-579 COST: $ .83

Content Description: Provided is general information on the inservice components and the models of inservice delivery utilized by Project THOR (Training Habilitators Of the Retarded). The prevocational and socio/psychosexual components of the project are listed, and the following are outlined: rationale; relationship to other inservice components; objectives; materials, equipment, tools, and work aids; reading list; and program presentation. Also given is an explanation of statistical data from the project evaluation components. In addition, a paper titled "The Utilization of Jigs in Training Mentally Retarded Students" (R. Conant and P. Sammartino) is attached in which jigs are described as a device or contrivance which enables a worker to perform a work operation more easily, faster and accurately, (and) may reduce cost of production.

Title: SPECIAL NEEDS VOCATIONAL INSTRUCTION IN MASSACHUSETTS (FINAL REPORT)

Author(s): Joseph L. Hozid

Publisher: Public Management Systems, Inc.

Publisher Address:

Publication Date: 1977

Type of Material: Project report, soft cover, 167 pages

Target Population: Teacher educators, state and LEA administrators

Availability: Joseph L. Hozid
Harvard Medical School
Cambridge Hospital
1493 Cambridge Street
Cambridge, Massachusetts 02139

Content Description: This report was written to provide the Massachusetts Division of Occupational Education with an empirical basis for establishing guidelines for certification/approval requirements for vocational instructors of special needs students in Massachusetts. It identified different ways for qualifying vocational education personnel for the occupational training of handicapped students.

Included are papers by Maynard C. Reynolds on "Education of the Handicapped: An Historical Perspective" and Gordon C. Krantz on "Development of Special Needs Programming in Vocational Education". Also discussed are the following topics:

- Vocational special needs in Massachusetts
- Statewide inventory
- The Nebraska case
- Available information concerning approval/certification of vocational education special needs instructors in selected states

Title: PROFESSIONAL DEVELOPMENT PROGRAMS FOR VOCATIONAL EDUCATORS OF HANDICAPPED PERSONS (FINAL REPORT)

Author(s): Marc Hull and William Halloran

Publisher: Department of Vocational Education and Technology, University of Vermont

Publisher Address: Burlington, Vermont

Publication Date: August 1974

Type of Material: Project report, microfiche, 214 pages

Target Population: Teacher educators

Availability: ERIC #ED 100-089 COST: $ .75

Content Description:

The report focuses on a preservice and inservice Diversified Occupations (DO) training program to prepare teachers in vocational and practical arts education for educable mentally retarded (EMR) high school pupils. Described are the following topics: program context which emphasize DO programs in 15 area vocational centers; program goals and activities, such as identification and training of personnel; selection of instructional content as outlined in a teaching competencies checklist; instructional units (with two sample lectures provided); delivery system development, including workshops and Learning Activity Packages (LAPs); implementation of undergraduate and graduate course concentrations in DO; research on problems such as the development of instructional materials for EMR adolescents; and project evaluation. A major portion of the document is in the form of appendices such as a lecture on understanding the mentally retarded, a sample LAP which contains directions for constructing a silk screen, and a letter about slides which teach woodworking techniques.

Title: IDENTIFICATION OF PROFESSIONAL COMPETENCIES NECESSARY FOR TEACHERS OF DISADVANTAGED AND HANDICAPPED YOUTH (FINAL REPORT)

Author(s): Department of Vocational Education, Kent State University

Publisher: Department of Vocational Education, Kent State University

Publisher Address: Kent, Ohio

Publication Date: August 31, 1975

Type of Material: Project report, microfiche, 25 pages

Target Population: Teachers educators

Availability: ERIC #ED 126-309 COST: $ .83

Content Description:

The purpose of this project was to identify the competencies necessary for vocational education teachers who serve Ohio's special needs students. This final report identifies the project objectives, describes the strategies implemented, and presents the results of the project. The major goals of the project were: (1) to involve three populations--state, university and local teacher personnel--in identifying teacher competencies, (2) to develop a comprehensive list of competencies, and (3) to introduce project results to teacher educators for eventual incorporation into preservice and inservice teacher education programs. The report includes a brief sequential analysis of the extent to which the goals were attained. The procedures used to identify and validate the 112 competencies are outlined. Also included is a listing of project recommendations to consider when designing teacher preparation programs for the handicapped or disadvantaged. Appended are the tabulated results of the evaluation of the finalized competency list by teachers in the Ohio programs of occupational work adjustment, occupational work experience, and special needs.

Title: HANDICAPPED PERSONS IN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICTS: ASSESSMENT OF EDUCATIONAL TECHNIQUES AND IDENTIFICATION OF BARRIERS

Author(s): Vasant Kumar and Lloyd W. Tindall

Publisher: Wisconsin Vocational Studies Center

Publisher Address: Madison, Wisconsin

Publication Date: 1977

Type of Material: Project report, soft cover, 70 pages

Target Population: Teacher educators, teachers

Availability: Wisconsin Vocational Studies Center
321 Education Building
100 Bascom Mall
University of Wisconsin
Madison, Wisconsin 53706 COST: $2.50

Content Description: This is a report on a portion of Project PEP (Program Evaluation and Planning: Evaluating Current Vocational Programs and Identifying Handicapped Students and Their Vocational Needs for 1977-82) which was conducted by the Wisconsin Vocational Studies Center. Included in the report are:

- Analysis of data on personal information obtained
- Analysis of data on successful teaching techniques
- Analysis of data on barriers to enrollment in vocational programs
- Recommendations

The report contains empirical data that could be used by the teacher educator in developing inservice and preservice training in vocational education special needs.

Title: MODIFYING REGULAR PROGRAMS AND DEVELOPING CURRICULUM MATERIALS FOR THE VOCATIONAL EDUCATION OF THE HANDICAPPED. (PROGRESS REPORT 1975)

Author(s): Roger H. Lambert and others

Publisher: Wisconsin Vocational Studies Center

Publisher Address: Madison, Wisconsin

Publication Date: 1975

Type of Material: Progress report, microfiche, hard copy, 74 pages

Target Population: Vocational educators

Availability: Wisconsin Vocational Studies Center
321 Education Building, Box 49, Madison, Wisconsin 53706

ERIC #ED 121-048 COST: Microfiche $ .83
Hard copy $3.50

Content Description: Reviewed are activities carried out over a one-year period in a Center for Studies in Vocational and Technical Education project to modify regular programs and develop curriculum materials for vocational education of the handicapped. Provided in Section I is a summary of project activities which include workshops in VTAE (Wisconsin Board of Vocational, Technical and Adult Education) districts, collection of materials about handicapping conditions and special education, the development of publications for use in working with handicapped persons, preparation of exhibits at state and national programs and conferences, provision of consulting and advisory services, development of a bibliography of free loan materials for handicapped and special education, and production of a film about vocational education of the handicapped in Wisconsin Technical Institutes. Convention program activities are reported in Section II which summarizes six topics discussed at the New Orleans AVA convention. Program outlines of service workshops held in the vocational, technical, and adult education districts are offered in the area of improvement of instruction through awareness and motivation of students.

A number of approaches to modifying regular programs and developing curriculum materials for the vocational education of special needs students are discussed in this report. This report would be of assistance to the provider of inservice training or state planning personnel.

Title: SENSITIZING VOCATIONAL EDUCATORS TO EFFECTIVE INSTRUCTIONAL STRATEGIES TO SERVE SPECIAL NEEDS PERSONS (FINAL REPORT PROCEEDINGS)

Author(s): Richard A. Macer

Publisher: Ohio Department of Education

Publisher Address: Columbus, Ohio

Publication Date: 1978

Type of Material: Compilation of essays, paperbound, 126 pages

Target Population: Vocational educators

Availability: Richard A. Macer
Vocational Education Special Needs Service
Ohio Department of Education
Columbus, Ohio 43215

Content Description: "Sensitizing Vocational Educators to Effective Instructional Strategies to Serve Special Needs Persons" addresses some of the problems the vocational educator might confront in serving handicapped students (emphasis is on the educable mentally retarded student). This document is a series of position papers by different members of the field on the following topics:

- The Concept of Special Needs/Byrl R. Shoemaker
- Four Parents' Perspectives of the Education for the Handicapped Student
- Implications of the New Vocational Education Emphasis on Special Needs for the Field of Special Education/Jack Stowers
- Vocational Education Alternatives for the Handicapped/ D. James Gifreda
- The Enigma of the Disadvantaged and Handicapped/John G. Gindlesberger, Jean Baker, Elizabeth Fesler
- Developing Task (Work) Related Competencies in the Special Needs Student/Doris Stone, Robert Keim, Larry Stone, Sara Swingle
- Work Assessment/Work Evaluation (Work Adjustment)/ William Oliverio, James Hardway, Layton Brinkmeier, Monty Mees
- Teaching Strategies/Sally Schaaf, Mike Wesby, John Opperman, Jean Britt
- Instructional Materials/Reginald Broadnax, James Pinchak

Title: DEVELOPMENT AND IMPLEMENTATION OF PROGRAM MODELS FOR ASSISTING TEACHERS IN DEALING WITH THE EDUCATIONALLY DISADVANTAGED, HANDICAPPED, AND MINORITIES

Author(s): Gary D. Meers

Publisher: University of Nebraska

Publisher Address: Lincoln, Nebraska

Publication Date: June 1977

Type of Material: Project report, paperbound, 122 pages

Target Population: Vocational teacher educators

Availability: Gary D. Meers
Special Vocational Needs
105 Bancroft
University of Nebraska-Lincoln
Lincoln, Nebraska 68588

Content Description: Development and Implementation of Program Models for Assisting Vocational Teachers in Dealing with the Educationally Disadvantaged, Handicapped, and Minorities is a report of a vocational special needs inservice training project run by the University of Nebraska-Lincoln throughout the state of Nebraska. The project goal was to develop and implement a transportable inservice delivery model that would prepare vocational teachers to work with disadvantaged, handicapped and minority students. This report included details of the goals and procedures of the project, and the analysis of the Special Vocational Needs Attitude Scale which was used to evaluate the workshop training.

A copy of the Special Vocational Needs Attitude Scale and a sample package of materials that could be used for this type of inservice training (56 pages), including a slide-tape narration and workshop outline, are also included in this report.

Title: AN INVESTIGATION OF THE TEACHER COMPETENCIES NEEDED TO UTILIZE DIAGNOSTIC TEST DATA IN PRESCRIBING OCCUPATIONAL LEARNING EXPERIENCES IN TEACHING EMRs (FINAL REPORT)

Author(s): Orville Nelson and others

Publisher: Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout

Publisher Address: Menomonie, Wisconsin

Publication Date: January 1976

Type of Material: Project report, microfiche, 110 pages

Target Population: Teacher educators

Availability: ERIC #ED 137-534 COST: $ .83

Content Description:

This project report deals with a study to determine the teacher competencies needed to develop valid and effective occupational learning experiences for EMR students based on available diagnostic test data and information.

Three workshops were conducted. The first focused on identifying the participants' competencies in relation to those needed to develop effective vocational instruction for EMR students. In the second workshop, techniques for effective communication, task analysis, rewriting reading materials, and developing mediated instruction were presented. Teaching techniques, classroom management strategies, and practical evaluation were stressed in the third workshop. Both the second and third workshops were designed based on the participants' input.

Based on the evaluation of the workshops used in the project and the critical competencies identified by the participants, a two-week workshop agenda was developed. With adequate preparation and orientation of participants prior to the workshop and assistance for implementation after, the two-week session could provide the basic competencies needed. A copy of the recommended agenda is included in the report.

These competencies may be helpful in planning and conducting training for vocational educators who are involved in utilization of test data to prescribe occupational learning experiences.

Title: MODIFYING VOCATIONAL PROGRAMS FOR THE HANDICAPPED (PROGRESS REPORT 1977)

Author(s): Lloyd W. Tindall, John H. Gugerty, and Barbara Dougherty

Publisher: Wisconsin Vocational Studies Center

Publisher Address: Madison, Wisconsin

Publication Date: 1977

Type of Material: Project report, soft cover, 76 pages

Target Population: All personnel working in Vocational Education Special Needs

Availability: Wisconsin Vocational Studies Center
321 Education Building
100 Bascom Mall, University of Wisconsin
Madison, Wisconsin 553706

Phone: (608) 263-3696 COST: $4.00

Content Description: This project report covers the activities conducted during the 1976-77 project year by the Wisconsin Vocational Studies Center. The Center has been involved in providing inservice and instructional materials to Wisconsin's vocational, technical, and adult education districts in the area of modification of regular vocational programs to enhance participation of handicapped students.

Included in the report is a listing of Center accomplishments, future directions, a presentation entitled "Building Vocational Education for the Handicapped", a paper on "Zeroing In on the Barriers Which Keep the Handicapped from Employment: A Big Job for Vocational Researchers", a paper on "Integrating the Handicapped Student Into Regular Classes: Can the Education Researcher Help?", and a summary of workshops held in Wisconsin AVTI Districts.

Title: AN ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED UNDER PART B OF THE 1968 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT

Author(s): John Walsh, Vincent Breglio and James T. Langlios

Publisher: Olympus Research Corporation

Publisher Address: Salt Lake City, Utah

Publication Date: 1974

Type of Material: Final report, paperbound, 281 pages

Target Population: Vocational and special educators

Availability: Olumpus Research Corporation
Salt Lake City, Utah 84112

Content Description:

This is a final report of a study of: strategies adopted by states for allocating funds under the amendments, state planning for the ten percent money allocation, methods of selecting local programs for support, and the extent of support provided by sources outside vocational education.

This final report is divided into sections that identify and report upon the three-part approach that the Olympus Research Corporation used for the study:

1. An assessment of program administration at the state level: A description of the state level administration and an identification of all projects funded by the states.
2. A project level assessment of vocational education for the handicapped: Types of instruction and training provided, types of programs funded, types of institutions in which the training takes place, project outcomes, local level policy, planning and administration, and types of staff used.
3. Case study interviews with students, parents, and employers.

Workshop Reports

Title: IMPROVING EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR THE HANDICAPPED: EXPANDING THE COMMITMENT OF VOCATIONAL AND SPECIAL EDUCATION. (REPORT OF A NATIONAL TEACHER EDUCATION WORKSHOP)

Author(s): Kurt Braun, Len Albright, Rupert Evans

Publisher: University of Illinois, Urbana-Champaign

Publisher Address: Urbana, Illinois

Publication Date: June 30, 1977

Type of Material: Workshop report, paperbound, 119 pages

Target Population: Vocational and special education teacher educators

Availability: East Central Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Content Description: Improving Education and Employment Opportunities for the Handicapped: Expanding the Commitment of Vocational and Special Education is a report and an outline of a three-day national workshop on special needs vocational teacher education presented at the University of Illinois, October 26-28, 1976. This workshop was an outgrowth of and a continuation of a National Teacher Education Workshop on Vocational Education for the Special Needs Student: Competencies and Models for Personnel Preparation, presented in January, 1976. The report includes the following:

1. Pre-workshop planning activities
2. Transcripts of the following workshop presentations and group activities that accompanied the presentations:
   - A Local Education Agency Perspective: Special Needs Programming at Calhoun Area Vocational Center/Robert A. Harberts
   - The Vocational Education Perspective/Rupert N. Evans
   - The Special Education Perspective/Gary M. Clark
   - The Preparation of Educators and the Concept of Work/ Harry S. Broudy
   - Legislation and the Professional Educator/Reginald Petty
   - Recent Legislation and Issues Affecting Vocational Education for the Handicapped/Bill Halloran
   - Workshop Summary and Observations/Betty Marion
3. An evaluation of the workshop
4. Post-workshop activities
5. An appendix section with forms for developing mini-proposals, workshop announcement letters, discussion matrixes, workshop evaluation instruments, etc.

This report can be used either as a guide to planning and presenting similar special needs inservice workshops for teacher educators, or as a resource on issues in vocational special needs.

Title: INSERVICE RE-TRAINING OF VOCATIONAL EDUCATION PERSONNEL TO AMPLIFY AND ENHANCE THEIR ROLE IN WORKING WITH DISADVANTAGED AND HANDICAPPED LEARNERS. A TEACHER TRAINING PROGRAM FOR VOCATIONAL EDUCATION TEACHERS AND SUPERVISORS (FINAL REPORT)

Author(s): James I. Dawson

Publisher: Alabama Agricultural and Mechanical University

Publisher Address: Huntsville, Alabama

Publication Date: July 1971

Type of Material: Project report, microfiche, hard copy, 207 pages

Target Population: Vocational education teachers and supervisors working with handicapped and disadvantaged students

Availability: ERIC #ED 063-477 COST: Microfiche $ .65
Hard Copy $9.87

Content Description: Thirty vocational education teachers and supervisors who taught disadvantaged and/or handicapped students attended a three-week inservice institute designed to (1) provide them with the expertise to better understand the various problems of the disadvantaged and handicapped, and (2) provide training and self-exploratory experiences. Institute activities consisted of small group discussions and presentations by teaching consultants on such topics as factors contributing to low academic achievement, sociological influences on the disadvantaged, motivating disadvantaged students, and social aspects of the handicapped. Evaluation of the institute was accomplished by a rating scale and by three pre and post test instruments which assessed participants' perception of their knowledge, their attitudes, and their cognitions regarding teaching the disadvantaged. During the nine months following the institute, each participant was visited twice by institute personnel who provided further aid, observed the extent to which teachers were utilizing methods and techniques learned, and determined the effectiveness of the methods. Two one-day workshops were held to discuss the results of the teaching methods and provide additional information.

This report includes the presentations which were given by consultants in the three-week inservice institute. Although the training was provided several years ago, many of the presentations may be relevant today.

Title: VOCATIONAL EDUCATION FOR THE SPECIAL NEEDS STUDENT: COMPETENCIES AND MODELS FOR PERSONNEL PREPARATION (REPORT OF A NATIONAL TEACHER EDUCATION WORKSHOP)

Author(s): L. Allen Phelps, Rupert N. Evans, Elizabeth K. Abbas, Kent D. Frison

Publisher: University of Illinois-Urbana

Publisher Address: Urbana, Illinois

Publication Date: June 30, 1976

Type of Material: Workshop report, paperbound, 240 pages

Target Population: Vocational and special education teacher educators

Availability: The East Central Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Content Description: This is a report and an outline of a three-day national workshop on special needs vocational teacher education presented at the University of Illinois, January 13-15, 1976. This workshop was designed to address the issue of preparing or re-training vocational teachers to deal with special needs students, and to encourage the integration of vocational and special education in universities across the country. The report includes the following:

1. Pre-workshop planning activities
2. Transcripts of the following workshop presentations and group activities that accompanied the presentations:
   - Everybody Talks About Heaven But Nobody Does Anything About It/Rupert N. Evans
   - Personnel Preparation in Vocational Programming for the Handicapped: A Charge to Special Educators/Gary M. Clark
   - Teacher Education: A Major Component in Quality Special Needs Programs/Elizabeth Marion
   - Observations/John Guemple
   - The Response of Congress to the Vocational Education of Special Needs Students/Roman Pucinski
   - A Cooperative Professional Development Program for Preparing Vocational Education Personnel to Work With Special Needs Students/Al Lampe
   - The Habilitation Personnel Training Project: Competency Based Education for Secondary Special Educators/ HPTP Staff
   - Project PRICE: An Inservice Career Education Training Program/Donn Brolin

- Vo-Tech and the Severely Handicapped: A New Link-up/ Marc Gold

3. An evaluation of the workshop
4. Post-workshop follow-up activities
5. Professional tasks for special needs personnel
6. Models for preparing special needs personnel
7. An appendix section with forms for task analysis, questionnaires, action plans, workshop evaluations, developing mini-proposals, etc.

This report can be used either as a guide to planning and presenting similar special needs inservice workshops for teacher educators or as a resource on issues in vocational and special education personnel preparation for dealing with special needs students.

Title: PATHWAYS TO EMPLOYMENT

Author(s): The President's Committee on Employment of the Handicapped

Publisher: The President's Committee on Employment of the Handicapped

Publisher Address: Washington, D.C.

Publication Date: 1976

Type of Material: Conference recommendations, paperbound, 60 pages

Target Population: People serving the handicapped

Availability:

Vance Engleman
Director of Training
Southwest Regional Resource Center
2363 Foothill Drive
Salt Lake City, Utah 84109

Content Description:

This document contains recommendations made during the two-day National Forum on Pathways to Employment, sponsored by the Committee on Youth Development of the President's Committee on Employment of the Handicapped. These recommendations were made by local and national leaders from the fields of special education, vocational education, industrial arts, vocational rehabilitation, employment security, sheltered workshops, disabled veterans agencies, and employers of handicapped people.

Each of the following areas are discussed in the document in terms of the barriers in this area. Recommendations are made for addressing these barriers, including how to and who should address them.

- Financing programs
- Personnel preparation
- Programming
- Legislation
- Parents and volunteer agencies
- Materials
- Interagency cooperation
- Employers
- Insurance
- Accessibility
- Consumerism
- Testing and evaluation
- Attitudes
- Unions and trade associations
- Sheltered workshops

Title: REPORT AND EVALUATION OF THE SECOND ANNUAL WORKSHOP FOR VOCATIONAL EDUCATION PERSONNEL WORKING WITH THE HANDICAPPED

Author(s): N. Alan Sheppard

Publisher: Division of Vocational-Technical Education, Virginia Polytechnic Institute and State University

Publisher Address: Blacksburg, Virginia

Publication Date: June 1975

Type of Material: Workshop report, microfiche, 92 pages

Target Population: Teacher educators

Availability: ERIC #ED 112-092

Content Description: The report describes an inservice workshop for vocational education teachers of the physically, mentally, and multiply handicapped. The first third of the report consists of a general introduction and a summary of workshop activities with respect to (1) general information; (2) topics covered; (3) requirements for a letter grade; (4) summaries of four selected consultants' presentations (Teaching Vocational Skills to Handicapped / Frank Bowles; Humanizing Education for the Handicapped / Ruth Diggs; Individualized Instruction Package Development / David Pucel; and a transcript of a presentation on quadriplegia / Steve Heatwole); (5) pretest and post-test results and analysis; (6) analysis of the workshop evaluation instrument; (7) attitudes of workshop participants toward special needs students with special emphasis on employability; and (8) recommendations for future workshops. The remainder of the report consists of eight appendices: workshop news releases and information, sample learning guides for individualized learning packages (one on business forms and job interview information, the other on making a pot of coffee), sample student evaluations of reading assignments from the workshop, description of handicapped persons, solicitation letter, list of workshop participants, pretest/post test measure, and workshop evaluation scale.

Appendix A

NAMES AND ADDRESSES OF SELECTED SOURCES THAT MAY BE USEFUL FOR FUTURE RESOURCE SEARCHES

NAMES AND ADDRESSES OF SELECTED SOURCES THAT MAY BE USEFUL FOR FUTURE RESOURCE SEARCHES

Bureau of Education of the Handicapped
Seventh and D Streets N.W.
Washington, D.C. 20202

President's Committee on Employment of the Handicapped
1111 Twentieth Street N.W.
Washington, D.C. 20210

The Clearinghouse on the Handicapped
Office for Handicapped Individuals
Room 338D Hubert H. Humphrey Building
Washington, D.C. 20201

U.S. Department of Health, Education and Welfare
Office of Human Development Services
Office for Handicapped Individuals
Washington, D.C. 20201

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

American Vocational Association
1510 H Street N.W.
Washington, D.C. 20005

The National Center, Educational Media and Materials for the Handicapped
Ohio State University
Columbus, Ohio 43210

The Leadership Training Institute
Special Education
University of Minnesota
249 Fraser Hall, 106 Pleasant Avenue
Minneapolis, Minnesota 55455

The ERIC System

Northeast Curriculum Coordination Center
Bureau of Occupational Research
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

Southeast Curriculum Coordination Center
Mississippi State University
Research and Curriculum Unit
Drawer JW
Mississippi State, Mississippi 39762

East Central Curriculum Coordination Center
Professional and Curriculum Development Unit
Division of Vocational Technical Education
100 North First Street
Springfield, Illinois 62777

Midwest Curriculum Coordination Center
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Northwestern Curriculum Coordination Center
Washington State Coordination Council for Occupational Education
222 Airdustrial Park, Box 17
Olympia, Washington 98504

Western Curriculum Coordination Center
University of Hawaii
2444 Dole Street
Honolulu, Hawaii 96822

Wisconsin Vocational Studies Center
University of Wisconsin
321 Education Building, Box 49
Madison, Wisconsin 53703

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The National Network of Technical Assistance Systems in Education: for names and addresses, contact Bureau of Education for the Handicapped, Washington, D.C.

Colleges, universities and state departments doing inservice or developing materials for vocational special needs: for names and addresses, contact
L. Allen Phelps
112 Rackley Building
The Pennsylvania State University
University Park, Pennsylvania 16802
for a copy of the 1978 edition NAVESNP Teacher Education Directory, Vocational Special Needs Personnel

Appendix B

A SELECTED LISTING OF BIBLIOGRAPHIES
OF MATERIALS ON
SPECIAL NEEDS STUDENTS

A SELECTED LISTING OF BIBLIOGRAPHIES OF MATERIALS ON SPECIAL NEEDS STUDENTS

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BIBLIOGRAPHY OF SECONDARY MATERIALS FOR TEACHING HANDICAPPED STUDENTS. President's Committee on Employment of the Handicapped. Washington, D.C.

CAREER EDUCATION FOR THE HANDICAPPED: A RESOURCE GUIDE. Compiled for the state of Washington. Eugene, Oregon: Northwest Regional Resource Center, University of Oregon, January, 1976.

CURRICULUM MATERIALS FOR VOCATIONAL, TECHNICAL, SPECIAL NEEDS AND CAREER EDUCATION. Annotated bibliography. New Brunswick, New Jersey: New Jersey Vocational Technical Curriculum Lab, Rutgers University, January, 1976.

Funk, Gordon, Project Director. VOTAP: A SELECTED BIBLIOGRAPHY ON VOCATIONAL TRAINING AND PLACEMENT OF THE SEVERELY HANDICAPPED. Palo Alto, California: American Institutes for Research, December, 1975.

Herschback, Dennis R. TEACHING SPECIAL NEEDS STUDENTS: SELECTED RESOURCES FOR VOCATIONAL TEACHERS AND TEACHER EDUCATORS. College Park, Maryland: University of Maryland, Department of Industrial Education, 1977.

Herschback, Dennis R., Marcia D. Smith and Myra S. Kessler. COOPERATIVE WORK EXPERIENCE: AN ANNOTATED RESOURCE GUIDE FOR TEACHERS OF THE HANDICAPPED. College Park, Maryland: University of Maryland, Department of Industrial Education, 1976.

Hinrichs, Roy S. and Gary Stone. SOURCES OF INFORMATION: VOCATIONAL PROGRAMS FOR THE HANDICAPPED. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, 1976.

Meers. Gary. JOURNALS, BULLETINS, AND NEWSLETTERS OF INTEREST TO SPECIAL VOCATIONAL NEEDS EDUCATORS. National Training Project for the Development and Implementation of Vocational Teacher Education Programs for Working with the Handicapped. Lincoln, Nebraska: The Center for Vocational Teacher Education Special Vocational Needs, University of Nebraska, 1978.

Peterson, Reece L. MAINSTREAMING TRAINING SYSTEMS, MATERIALS AND RESOURCES: A WORKING LIST. National Support Systems Project. Minneapolis, Minnesota: University of Minnesota, 4th Edition, November 1, 1977.

Phelps, L. Allen. TEACHER EDUCATION DIRECTORY: VOCATIONAL SPECIAL NEEDS PERSONNEL (Vocational Special Needs Resource People At The Preserivce And Inservice Level). University Park, Pennsylvania: Penn State University, 1978 ed.

Pinchak, G. James and Theresa Marano (eds). SELECTED CURRICULUM MATERIALS FOR DISADVANTAGED WORK EXPERIENCE PROGRAMS. Annotated bibliography. Columbus, Ohio: Distributive Education Materials Laboratory, The Ohio State University, 1976.

SELECTED FEDERAL PUBLICATIONS CONCERNING THE HANDICAPPED. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Human Development Services, Office for Handicapped Individuals.

Shill, James F. and Paul Scales. VOCATIONAL EDUCATION CURRICULUM MATERIALS FOR THE HANDICAPPED. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational-Technical Education, Mississippi State University, January, 1978.

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Smith, Judy. TEACHER EDUCATION/SPECIAL EDUCATION DISSEMINATION PROJECT: DEVELOPMENT OF A RESOURCE GUIDE. 203 Yokum Parkway, Suite 1014, Alexandria, Virginia.

Tindall, Lloyd W., Roger H. Lambert, John Gugerty, Barbara Dougherty and Geraldine Strey. VOCATIONAL EDUCATION RESOURCE MATERIALS: A BIBLIOGRAPHY OF MATERIALS FOR HANDICAPPED AND SPECIAL EDUCATION. Third edition. Madison, Wisconsin: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1974.

Towne, D.C. and S. Wallace. VOCATIONAL INSTRUCTIONAL MATERIALS FOR STUDENTS WITH SPECIAL NEEDS. Portland, Oregon: Northwest Regional Education Laboratory, 1972.

Zikmund, Dale G. LEARNING RESOURCES FOR STUDENTS WITH SPECIAL VOCATIONAL NEEDS. An annotated bibliography. Kearney, Nebraska: Nebraska Vocational-Technical Curriculum Laboratory, Kearney State College, 1974-75.

Appendix C

VOCATIONAL SPECIAL NEEDS INSERVICE RELATED MATERIALS IN DEVELOPMENT AT THE TIME OF THIS PUBLICATION

VOCATIONAL SPECIAL NEEDS INSERVICE RELATED MATERIALS IN DEVELOPMENT AT THE TIME OF THIS PUBLICATION

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Cook, Iva Dean. A SERIES OF COURSES/MODULES FOR GRADUATE EDUCATION IN VOCATIONAL EDUCATION FOR THE HANDICAPPED. Division of Education/Department of Special Education, College of Graduate Studies, Institute, West Virginia 25112, (304) 768-9711.

Feichtner, Sheila H. MAINSTREAMING THE SPECIAL NEEDS STUDENT INTO THE VOCATIONAL PROGRAM. Vocational Education Program, University of Pittsburgh, 2603 Cathedral of Learning, Pittsburgh, Pennsylvania 15260, (412) 624-6167.

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Otazo, Karen L. and Norman Tilton. A HANDS-ON LAB COURSE TO EXPOSE SPECIAL NEEDS PERSONNEL TO VOCATIONAL PROBLEMS. Industrial Education Department, Cheshire House, Keene State College, Keene, New Hampshire 03431, (603) 352-1909.

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Phelps, L. Allen and Tim L. Wentling. LEADERSHIP TRAINING INSTITUTES IN VOCATIONAL EDUCATION OF THE HANDICAPPED: A SERIES OF ISSUE-RELATED MONOGRAPHS. Division of Occupational and Vocational Studies, 112 Rackley Building, Penn State University, University Park, Pennsylvania 16802, (814) 865-8361.

Project ENCOUNTER (Encouraging Career Opportunities Unlimited Through Education and Rehabilitation). INSTRUCTIONAL MODULES FOR WORKING WITH HANDICAPPED STUDENTS. Center for Career Development and Occupational Preparation, College of Education, Texas A & M University, College Station, Texas 77843, (713) 845-2444.

Regan, Madelyn K. VEIT (Vocational Education Inservice Training) PROJECT INSERVICE TRAINING MODULES (available on field test basis only). University of Kansas/Medical Center CRU/UAF, Department of Special Education, 39th and Rainbow, Kansas City, Kansas 66103.

Selig, Risa. TEACHER TRAINING MODULES (for the Illinois Office of Education). National Evaluation Systems, Inc., P.O. Box 226, Amherst, Massachusetts 01002.

Tindall, Lloyd W. INSERVICE MODEL FOR MODIFYING POST-SECONDARY VOCATIONAL EDUCATION FOR THE HANDICAPPED. Wisconsin Vocational Studies Center, University of Wisconsin, 321 Education Building, Box 49, Madison, Wisconsin 53703, (608) 263-3415.

Tindall, Lloyd W. MODIFYING VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS (workshop or inservice guides). Wisconsin Vocational Studies Center, University of Wisconsin, 321 Education Building, Box 49, Madison, Wisconsin 53703, (608) 263-3415.

Welch, Frederick G. INSERVICE SPECIAL NEEDS MODULES FOR VOCATIONAL EDUCATION PERSONNEL. Division of Occupational and Vocational Studies, 103 Rackley Building, Penn State University, University Park, Pennsylvania 16802, (814) 865-8361.

Wentling, Tim L., Rocco P. Russo, Laurie M. Peak and Terry A. Jenson. A PLAN FOR EVALUATING SERVICES BEING PROVIDED SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION. Minnesota Research and Development Center, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455, (612) 373-3838.

Yung, Kirby. TEACHER TRAINING MODULES. University of Arkansas at Pine Bluff, Pine Bluff, Arkansas.